

IHE Bachelor Performance Report

Wake Forest University

2014 - 2015

Overview of the Institution

Wake Forest University is a private institution whose excellence is consistently recognized through rankings in the top tier of the country's finest academic institutions. Wake Forest strives to instill in all its students a love of lifelong learning and the desire to use what they learn in service to humanity. Wake Forest offers a rare combination: the academic and technological resources, facilities, and Division I athletic programs associated with a large university, along with the compact campus, small classes, and individual attention only a smaller school can provide.

Special Characteristics

Wake Forest University provides a supportive liberal arts environment where small classes and personal contact with faculty are the expectation and reality. Wake Forest is also able to offer an array of diverse academic courses while sustaining a vibrant research community found only at a large university. Wake Forest's ubiquitous computing environment, initiated in 2000, fosters communication, collaboration, and innovation for students and faculty, and is supported by training and support. All departments receive specialized technical support and training with technologies to support teaching and research from the Instructional Technology Group (ITG). This group assigns one person to handle specific departments and programs. The Department of Education has an ITG dedicated to address the needs of the Education programs.

Program Areas and Levels Offered

Elementary Education: Undergraduate Only; Secondary Education: Undergraduate Initial Licensure in the following areas: English, Math, Social Studies, Science (Biology, Chemistry, Physics), and Foreign Languages K-12 (Spanish, French, German).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
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Southwest Guilford High School	To engage ninth and tenth grade boys in literature and to connect with them as readers.	Weekly afterschool meetings and book discussions.	Oct. 16 2014 - June 4, 2015	10 ninth and tenth grade boys	Develop skills necessary to dialogue about and engage with various works of literature through sports-related content.
Winston Salem Forsyth County Schools	To expose high school students to STEM subjects and careers.	Students participate in six 20 minute laboratory sessions in physics, chemistry, biology, and mathematics and computer science.	April 22, 2015	150 high school students	Students engaged with faculty and staff on campus and were exposed to various experiments and activities related to STEM.
Vienna Elementary	To provide tutoring and assistance with the growing LEP K-1 student population.	Weekly sessions on site at school with students.	Jan.- April 2015	10 elementary students.	Students were able to get one on one support toward their academic goals WFU students were provided an opportunity to work with students who needed additional support.
Winston Salem Forsyth County Schools	Foreign Language Immersion Summer Camp	The immersion camp focuses on the development of oral language ability and beginning literacy in a foreign language through authentic communication experiences.	June 22- 26, 2015	30 students	Provided children an opportunity to have authentic language and cultural experiences based on an imaginary journey to a French or Spanish-speaking country. Professional development is also provided for local teachers who come to observe the immersion approach and learn about best practices in early language learning.

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Parkland High School	Planning Lessons for Understanding Mathematics Successfully (PLUMS)	Ongoing professional development for mathematics teachers at one Title 1 high school	Ongoing	15 teachers	Mathematics teachers participated in workshops to improve their instructional methods, including technology integration.
Northwest Middle School	After-school enrichment and encouragement in math. LEMONS(Lab Enhanced Mathematics-Our Number System).	Teacher recommended students met for weekly activities.	Sept. – Dec., 2014	10-15 students per week	Students participated in hands-on math activities led by Wake math ed. Faculty and students. Teachers reported improvement in motivation.
Reagan High School	Teacher in service regarding technology integration.	Half-day workshop for all faculty.	February 11, 2015	100 Teachers	Teachers participated in full-group seminars as well as content specific seminars led by 6 Wake faculty members.
Vienna Elementary	Development of public speaking, debate and global awareness competencies.	Weekly Tuesday meetings after school from 3:00 – 4:15 PM	Feb. 3 – May 5, 2015	18 Elementary Students	Students accomplished problem-solving and resolution based inquiry through committee session simulations.
Winston Salem Forsyth County Schools	To assist a group of secondary social studies teachers as well as a group of elementary teachers with specific	Full day workshops led by Wake Forest Faculty and WS/FCS Social Studies Manager	2014 - 2015 ongoing	8 Teachers	4 elementary and 4 high school social studies teachers each developed 3 inquiry projects. These projects were shared with WS/FCS social studies teachers. At the high school level, at least 60 additional social studies teachers have used the

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	pedagogical training in using the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.				inquiry projects with their students.
Partnership with the College Board to serve AP teachers in North Carolina as well as around the world	Subject-specific professional development opportunities to provide teachers with the support and training needed to teach AP courses.	Week long conference taught by College Board certified experts in the field	June 15-19, 2015	205 Teachers	Teachers are certified to teach AP subjects
North Carolina and other Regional Schools	Emerging Teacher Leaders Network (ETLN) Conference provides professional development for novice teachers from Wake Forest's Teacher Education Programs.	Professional development sessions on topics such as content area methods, classroom management, technology instruction, and working with diverse populations.	Jan. 16 & 17, 2015	35 Teachers	Respondents overwhelmingly rated sessions as very engaging/helpful; free responses noted the benefit of January timing to re-energize them and many of the 3rd year alumni wished they could continue to come for future years.
NC Literacy Project –	Teaching Texts K-12	A faculty member conducted a	Jan. – March,	20 ELA Teachers	Project supervisor reported progress in teachers' effectiveness in the

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Region V		series of instructional sessions with ELA teachers in Region V.	2015		classroom.

*Winston Salem Forsyth County Schools

B. Brief description of unit/institutional efforts to promote SBE priorities.

For the 2014-15 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

The Department of Education supports and endorses all of the five priorities of SBE’s North Carolina’s Coordinated Plan of Work. It specifically aids SBE in promoting High Student Performance and Quality Teachers. Wake Forest does not work in the pre-school settings where readiness is crucial, but it supports quality K-12 teachers as the key to high student performance. Our Conceptual Framework adopts the teacher dispositions of the SBE and puts them into practice with teacher candidates of high academic quality and deep commitment who are prepared to work to improve America’s schools. Teacher candidates must meet high standards in Wake Forest’s Teacher Preparation Program and they also expect their students to meet high standards. Candidates use best practice methods to address the needs of all their learners in order to help them achieve success. In addition, candidates create a safe and caring learning environment for their students and partner with parents and the school community to ensure students’ progress.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Candidates are required to take a technology course and they include technology in the unit plan (evidence 3). More importantly, technology is integrated throughout the program, in various facets of their preparation. We develop technology skills in all of the courses our majors take that are appropriate to support all grades of instruction. All students have to utilize technology on a daily basis in their coursework and in their student teaching field experiences. The university as a whole has adopted a very rigorous platform for interfacing and engaging with technology to broaden the scope of our student’s educational experience. Our department’s efforts are in line with these initiatives.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

Literacy courses and assessments have been adapted to include this content, after a long examination by our faculty. Our students will be well-prepared for this exam due to these curricular and programmatic adaptations. We are continuing conversations on how to make additional adaptations that are in line with and appropriate for ensuring their knowledge base in this area.

- b) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

Concepts and skills related to assessment are included and reinforced in all methods and technology courses throughout student's matriculation. Evidence of their mastery is observed and evaluated via their School Portrait, Learning Report, and Instructional Unit Plan work products (evidences).

- c) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

Students take an Elementary School Curriculum course where the integration of arts is a prominent component of the syllabus.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	21
	Other		Other	
	Total	8	Total	23
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total		Total	1
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers
 Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	0	0
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	1,233.89
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	28.75
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	N/A
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	*
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.28
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	6	7		
Middle Grades (6-9)				
Secondary (9-12)		3		1
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	6	10	0	1
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	16	100
Institution Summary	16	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	17					
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	23	100	22
Bachelor	State	4,369	92	63

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC
in 2014-2015.**

LEA	Number of Teachers
Winston-Salem/Forsyth Schs	167
Wake Co Schs	48
Guilford Co Schs	45
Charlotte-Mecklenburg Schs	33
Davidson Co Schs	15
New Hanover Co Schs	11
Chapel Hill-Carrboro Schs	11
Durham Public Schs	10
Alamance-Burlington Schs	8
Cabarrus Co Schs	8
Gaston Co Schs	8
Iredell-Statesville Schs	8
Johnston Co Schs	8
Yadkin Co Schs	8

**I. Satisfaction of program completers/employers with the program in general
and with specific aspects of the program, as rated on a 1 (lowest) to 4
(highest) scale.**

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
29	1	56